**Transcontinental Railroad**

**Lesson Plan Format**

**Geographical Maps**

**Key Terms**

**Teacher Candidate \_Carla Hitchcock\_ Grade Level 8th Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced.

* Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students will view a power point and engage in a classroom discussion of the events that led to Westward expansion and the need to develop an efficient transportation system connecting the east coast to the west coast. Key terms to be addressed in the power point: Manifest destiny, Louisiana Purchase, The Lewis and Clark Expedition, and the Oregon Trail. This power point will also discuss the different types of transportation available prior to the Transcontinental Railroad.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to label on a map geographical factors that influenced railroad expansion in the late nineteenth-century.

Students will be able to compare both private ventures and government incentives for Westward settlement and the construction of the Transcontinental Railroad.

Enhance Students map skills and note taking skills

Students will be able to:

* Determine geographical factors (rainfall, vegetation, resources) that make up the Great Plains, the Eastern and Western States.
* Recognize the geographical obstacles in transportation during the mid-eighteenth century and why transportation was vital to Westward expansion.
* Determine governmental incentives for Westward expansion.
* Analyze primary sources and define the Homestead Act of 1862, as well as the Pacific Railway Act of 1862.
* Mark on a map the route that the Transcontinental Railroad will follow.
* Determine the routes of the Union Pacific Railroad and the obstacles it faced, the Central Pacific and where they met in Promontory, Utah.
* Determine the most difficult terrain on which to lay track.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be provided fill in the blank map of the United States. Following the lesson students will be required to label the following items:

(a) The Union Pacific and Central Pacific railroads,

(b) The Oregon Trail and at least one other significant route taken by wagon trains.

(c) The Great Plains.

(d) Areas occupied by Native Americans

(e) The cities at which the Transcontinental Railroad started and ended.

(f) Deposits of natural resources

They will also answer questions after analyzing primary sources in group settings.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources. ,

Power point presentation access:

* Map of the United States in 1845 displays progressive westward expansion.
* <http://usgwarchives.org/maps/usa/usmaps/na-1845.jpg>
* Primary source document: A Map of the Gold Regions of California, Showing the Routes via Chagres and Panama, Cape Horn, &c. This map dated 1849, has an article accompanying it discussing the routes and hardships faced by anyone who wishes to travel to California from the Atlantic Coast prior to the Transcontinental Railroad.
* <http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~200~10174:Map-of-the-Gold-Regions-of-Californ>
  + Display the Homestead Act of 1862 on overhead and provide transcripts to students: <http://www.ourdocuments.gov/doc.php?doc=31&page=transcript>
  + Display the Pacific Railway act of 1862 and provide transcripts to students: <http://www.ourdocuments.gov/doc.php?doc=32>
  + Map of the United States during the 1860s when construction first began (students can see the difference between states and territories and why there was a need to connect the coasts.)
    - <http://etc.usf.edu/maps/pages/3300/3339/3339.pdf>
  + Geographical map of the United States (Students can see the differences in the terrain and some of the obstacles inhibiting travel before construction and can see areas where construction would be most difficult.)
    - <http://nationalatlas.gov/dynamic/dyn_green.html>
* Map Handout worksheet for independent practice

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

I will use direct instruction and class discussion during the power point presentation. Through classroom discussion I will address why and how the government became involved with Westward expansion and the Transcontinental Railroad. I will display maps on the overhead.

I will provide copies to each student of highlighted portions of the Homestead Act and the Pacific Railway Act of 1862. I will display a photo of the original documents on the overhead. Together the class will analyze these primary sources concentrating on their authenticity. I will provide background information on both documents and rephrase them into similar language.

Through guided practice I will have students separate into groups where they will analyze and label key points on the map of the areas discussed during direct instruction. Students will also be assigned group questions and through analysis of both documents, they will be able to answer relevant questions.

At the end of the lesson I will provide a blank map for independent practice where students will be required to fill in and label key points. Students will create a work portfolio which they will utilize throughout the unit.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will initiate the lesson with a classroom map of the United States having students pin pictures of themselves on the map according to where they have lived, currently live or where their family originated from. I will pin pictures of resources found and goods made in different regions west of the Mississippi and explain the need to develop a transportation system to transport these goods and resources. I will then pin pictures according to the Transcontinental Railroad time line as the lesson evolves**.**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Using a series of maps and documents in a class power point presentation, I will compare the geographical regions of the United States today to the Nineteenth century. I will use maps that show how the United States gained territory. I will also use the maps to show the resources different regions had prior to the railroad and why some areas developed faster than others. I will discuss what means of transportation existed prior to the railroad to transport settlers and goods onto the plains, or transport the goods they produced to markets elsewhere and why it inhibited westward expansion.

I will introduce students to two primary documents The Homestead Act of 1862 and the Pacific Railway Act of 1862.

Divide the class into small groups. Each group will be assigned two questions in relation to the Acts. I will provided guided instruction during group instruction, helping as needed.

Homestead Act of 1862

Group 1 Questions:

* What is meant by the term "public domain"?
* Who is entitled to secure a grant of land from the Federal Government? Can women secure such a grant in their own names, and if so, how?

Group 2 Questions:

* What is the largest amount of land a person can secure from the Federal government through this act?
* How would one go about applying for land under the act (filing the affidavit)?

Group 3 Questions:

* How long would one have to wait in between filing an affidavit and securing final title to the land one settled? What did a settler need to do in the meantime?
* How much per acre did land under the Homestead Act cost?

Pacific Railway Act of 1862

Group 1 Questions:

* What is the Union Pacific Railroad Company empowered by this act to do?
* Why do you think the government is providing for the building of telegraph poles along the length of the railroad?
* The act is giving the railroad the right of way on public lands. How much land on either side of tracks does this include? What does the government promise to do if American Indian tribes claim title to this land?

Group 2 Questions:

* In Section 3 the act provides the railroad with more land than what is needed to give it a right of way. Why will this land fronting the railroad tracks be even more valuable than land given to homesteaders at a distance from the railway?
* What method of financing the railway does the bill propose in Section 5?

Group 3 Questions:

* Under what terms is the Central Pacific Railroad Company of California authorized to build a railway headed east? Since the bonds will be awarded based on completed mileage of railway track, which company would ultimately be awarded the most money? How does this set up a competition between the two railways?
* The Central Pacific Railroad had to lay track in the mountainous region of the Sierra Nevadas, one of the most difficult endeavors of the entire enterprise This will obviously take much more time than laying tracks on the flat plains. How does the government plan to compensate the companies for the laying of track over mountainous terrain?

At competition of the group activity, each group will read their answers to assigned questions and the class will discuss the answers.

The fill in the blank map will then be assigned for independent instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

At the close of this lesson, through the use of map skills, students will be able to differentiate the regions of the United States. The individual maps, copies of the Homestead Act and Pacific Railway Act, along with students notes will give them background information and definitions of key terms that will be used throughout the unit. Students will be required to maintain a portfolio of their notes and handouts for references for further lessons in the unit.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Claudia | English Language Learner  Difficulty understanding spoken English  Difficulty learning from textbooks | Use pre-teaching methods to help Claudia understand possible unfamiliar vocabulary before she encounters it during the lesson. Define the key terms in Claudia’s native language. |
|  |  |  |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?